DOCUMENT RESUME

ED 424 001 PS 026 966

AUTHOR Lapidus, Leah Blumberg
TITLE Integrative Research and Intervention To Facilitate Child and Family Development, Education, Readiness for Head Start, and Family Self-Sufficiency.
PUB DATE 1998-07-00
NOTE 36p.; Paper presented at the Head Start National Research Conference (4th, Washington, DC, July 9-12, 1998).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *At Risk Persons; Child Development; Community Services; Coping; Early Intervention; Economically Disadvantaged; Family Environment; Family Health; *Family Programs; Outreach Programs; *Parent Child Relationship; *Preschool Education; Program Effectiveness; Program Evaluation; *School Readiness; Welfare Services
IDENTIFIERS *Family Support; Project Head Start

ABSTRACT

This paper describes a project designed to facilitate and evaluate child and family mental health in the community, inside and outside of Head Start programs. Also detailed is a study of the effects of "Community Impact" programs and 6-week, focused, group interventions for children and families in programs predicted to increase children's emotional security and readiness for learning while enhancing the family interactions among Head Start-aged preschoolers, their parents, and caretakers. The study evaluated two initiatives: the effectiveness of existing community programs for families and of an innovative competence building program for culturally diverse groups coping with developmental stressors of parent/child interaction or more extreme stress and trauma. This Community Impact program provides such children's services as tutoring, early Head Start and enrichment activities; preschool, adolescent, and adult literacy programs; ESL instruction; drug rehabilitation; AIDS support; and food kitchens. Preliminary data suggest lasting benefits from these interventions. The 6-week differentiation focus group interventions, based on the Lapidus Active Mastery Model, involve training in normative development and goal setting, spatial relations, emotional intelligence, cognitive enrichment, and guided discussion of tasks' applications. Preliminary study results indicate that these group interventions improved coping skills; competencies; family interactions; education readiness in young children; achievement in older siblings, parents and caretakers; and self-sufficiency in all participants. (JPB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 424 001

INTEGRATIVE RESEARCH AND INTERVENTION TO FACILITATE CHILD AND FAMILY DEVELOPMENT, EDUCATION, READINESS FOR HEAD START, AND FAMILY SELF-SUFFICIENCY

Leah Blumberg Lapidus, Ph.D., ABPP

Presenters: Leah Blumberg Lapidus, Miles Hutton, Eric Finn, Sonia Reese

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Leah Blumberg Lapidus
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

PS 026966

Presented at Head Start's Fourth National Research Conference: Children and Families in an Era of Rapid Change

Washington, D.C., July 9-12, 1998

BEST COPY AVAILABLE

Abstract

This project is designed to facilitate and evaluate child and family mental health in the community, inside and outside of Head Start programs, and to study the effects of mastery furthering Community Impact programs and six-week focused group interventions for children and families. These programs are predicted to increase children's emotional security and readiness for healthy learning while enhancing the family interactions among Head Start aged pre-schoolers, their parents, and caretakers including grandparents and older siblings. Two initiatives are evaluated: the effectiveness of existing community programs for families and an innovative competence building focused program for culturally diverse groups coping with either routine developmental stressors of parent/child interaction or extreme stress and trauma. (See Table 1.) These initiatives also implement theory based research and techniques to facilitate optimal mental health in children and families which may contribute to policy initiatives within Head Start. Empirically measured outcome evaluation for participants in the comprehensive Community Impact programs serving New York is currently being conducted. Community Impact provides such children's services as tutoring, mentoring, early Head Start and related enrichment activities, preschool enhanced child care; adolescent and adult literacy programs, ESL, drug rehabilitation, AIDS support, and food kitchens (Reese,1997). (See Table 2.) Specific hypothesized beneficial effects upon parents and children of Community Impact's Food Pantry, Peace Games (conflict resolution skills training),and GED training programs, along with the duration and generalizability of the gains are being tested. Preliminary data suggest lasting benefits from these interventions. The second focus of this project is the introduction of specific mastery furthering programs to enhance the gains of whatever Head Start or community services children and families are accessing, and to reach the isolated families struggling with domestic violence and HIV/AIDS in mothers and children. The theoretical/empirical base of this project's interventions is derived from over forty years of national and international research on psychological differentiation. Differentiation is a major formal property of an organismic system characterized by greater heterogeneity and segregation of functions, and by specialization within functions which tends to increase developmentally from infancy to maturity(Witkin, Dyk, Faterson, Goodenough, & Karp, 1962).

Differentiation is operationally defined as relatively stable patterns of performance on neutral perceptual tasks including geometric figure-ground discrimination in field independence/dependence(e.g., Group Embedded Figures Test), and cognitive flexibility/constriction (e.g., Color Word Test), (Lapidus,1969, 1970). Differentiation discriminates patterns of parent-child interaction in many countries (Lapidus,1991);can be rapidly taught (Mshelia & Lapidus,1990);predicts psychophysiological arousal and efficiency in learning to cope with stress in children (Mead & Lapidus,1989);discriminates realistic/ unrealistic self-appraisal in alcoholics and non-alcoholics (McIntyre &Lapidus,1989) and consistently identifies general personality characteristics and patterns of adaptive mastery in coping with both unusual stress and normal life tasks (e.g., interpersonal relationships, pregnancy, childbirth, parenting, information seeking, and participation in training programs). The specifically focused six-week differentiation furthering group interventions are predicted to improve the pre-tested coping skills, competencies, family interactions, education readiness in pre and Head Start aged children; actual achievement in older siblings, parents, and care-takers ; and self-sufficiency in all participants. Initial project results support these hypotheses. The differentiation furthering program involves training in normative development and goal setting, spatial relations, emotional intelligence, (Citkowitz & Lapidus,1980), cognitive enrichment, (Schmolling & Lapidus,1977), guided discussion of tasks' application, and post-intervention measures of success.

Introduction

This project integrates five theoretical/empirical research and intervention emphases relevant to Head Start's Fourth National Research Conference: Children and Families in an Era of Rapid Change - Creating a Shared Agenda for Researchers, Practitioners and Policymakers. It further meets the priorities for these initiatives to support the development of new interventions and tests of applications of "theory-based research" and techniques to identify, prevent, and/or treat children's mental health problems within Head Start contexts.

The five areas of research and intervention are:

(1) comprehensive family and community development described in *Rallying the Whole Village* (Comer, Haynes, Joyner, & Ben-Avie, 1996) and implemented by Finn-Stevenson, Desimone, and Chung (1997);

(2) intervention and mentoring to facilitate *Overcoming the Odds* (Werner & Smith, 1992) in high-risk children from birth to adulthood, and implemented by Lapidus in several ongoing studies;

(3) the effectiveness of parenting education and curriculum activities for children and family members to increase awareness of family interactions, to promote optimal parent/child development, and to increase school readiness in children while "Promoting Healthy Learners... and Prevent[ing] Physical and Sexual Harm" (Abidin, 1980; Berg-Cross, 1997; Lapidus, 1996a, 1996b, 1996c) and the Lapidus Beacon Graham Windham TIES [Together In Emotional Strength] Project.

(4) specifically focused, six-week differentiation furthering group intervention to facilitate skill-building for mastery of stress and coping with specific crises, such as domestic violence (Lapidus & Finn, 1996), chronic mental illness in immigrants (Lapidus, Shin & Hutton 1998), and catastrophic illness, diabetes (Jacobi & Lapidus, 1996) and AIDS in the Lapidus Richmond Home Needs Program, (see Appendix B), while increasing the competencies and skills for enhancing mental health and learning in children and families in general (Lapidus, 1997); and

(5) empirically measured successful outcomes for children and families participating in the comprehensive Community Impact programs that provide tutoring, mentoring, early Head Start and Head

Start related enrichment activities, literacy, English as a Second Language (ESL), preschool enriched child care while parents participate in drug rehab, AIDS support, food kitchens, and other programs that are part of the Community Impact—National Empowerment Zone Educational Success Project.

These separate, successful research programs promote adaptive functioning in children and parents, and in family and social systems. Lapidus identifies the source of their shared success as their employment of techniques that facilitate adaptive mastery of stress, which she and her colleagues have repeatedly demonstrated to be a function of psychological differentiation (Citkowitz & Lapidus, 1980; Lapidus, 1969, 1970, 1986, 1991, 1995a and b, 1996a, b, and c; Lapidus & Finn, 1996; Lapidus & Schmolling, 1975; Mead & Lapidus, 1989; Mshelia & Lapidus, 1990; Schmolling & Lapidus, 1977).

This project serves the goals of studying emerging innovative programs, specifically primary prevention of emotional or learning problems in families with young pre school children and intervention for those pre-schoolers already showing emotional, behavioral, or learning problems. In addition, this project provides evaluation and intervention with multiply isolated, underserved diverse families in poverty, who are "lost in the cracks" of severe illness (e.g., HIV-positive mothers with ill children), physical survival needs (e.g., battered women and their children in domestic violence) (Lapidus & Finn, 1996); high-risk families receiving Richmond Home Needs services, (Lapidus, 1997), and hungry food pantry users. By contrast, equally poor, highly differentiated, information-seeking families who show resilience in coping with comparable stressors and access community services (e.g., General Equivalency Diploma GED classes) for themselves or their post-Head Start-age children (e.g., fourth graders in "Peace Games") are included in this project.

Psychological Differentiation

Differentiation is a major formal property of an organismic system characterized by greater heterogeneity and segregation of functions and by specialization within functions, which tends to increase developmentally from infancy to maturity (Witkin, Dyk, Faterson, Goodenough, & Karp, 1962). Psychological differentiation is operationally defined as performance on neutral perceptual tasks including geometric figure-ground discrimination for field-independence/dependence (e.g., Group Embedded Figures Test [GEFT], Oltman et.al., 1971) and cognitive flexibility/constriction (e.g., Color Word Test

[CWT], Lapidus, 1969, 1970). Differentiation consistently discriminates general personality characteristics and patterns of adaptive mastery in coping with both unusual stress and normal life tasks (e.g., pregnancy, childbirth, parent-child interactions, Lapidus, 1969, 1970, 1991) in ethnically and socio-economically diverse North American, European, and non-Western adults and children (Mead & Lapidus,1989); cross-culturally in several countries over two decades (Lapidus, 1991); and active information-seeking and more efficient response to training (Lapidus, 1991; Mshelia & Lapidus, 1990). Adults and children showing more differentiation in field independence and cognitive flexibility (Lapidus, 1969, 1970) show greater self-confidence and directed activity, more active information seeking, and greater competence in behaviors, independent of general verbal intelligence. At the extremes of the continuum, the relatively field-independent person has been characterized as analytic, confident, and self-reliant, the relatively field-dependent person as holistic, uncertain, and dependent upon others (Chapelle & Green, 1995). These are the same factors found to be involved in resilience (Werner & Smith,1992). Socialization practices that increase differentiation and facilitate positive resolution of the life tasks described by Erikson (1950/1993, 1959) are explicitly taught in several of Lapidus's current and past research projects (Lapidus, 1996c).

School-based early education and family support services, mentoring/ intervention, and community involvement all involve activities that implicitly or explicitly increase relative differentiation in children, parents, and teachers. School success for children requires positive resolution of Erikson's (1950/1993, 1959) successive developmental life tasks. As an example, Lapidus (1995a, 1996a,b,c) has demonstrated that, contrary to the common mischaracterization of "the terrible twos" as needing the most discipline, preschoolers actually must have developed secure autonomy (versus shame and doubt) during earlier years before they can move on to achieve the initiative necessary to prepare with hope and confidence for their school years. Similarly, self-sufficiency through work for adults (an obvious necessity for welfare reform) requires that they achieve a secure sense of industry as opposed to inferiority. Finally, all the Head-Start-relevant research described provides for rehearsal and preparation for active mastery of specific life tasks and of stress in general (Lapidus, 1969, 1970, 1991, 1995a, 1996a,b,c).

The Differentiation Furthering Program Intervention

This project continues Lapidus's incorporation of an innovative, active mastery model of differentiation furthering group intervention to improve the effectiveness of services to individuals and families (Messinger, Eldridge, & Doherty, 1993). Such training and parent education is often located in housing projects as in current Community Impact programs (Reese, 1997) and Lapidus' Beacon Project thereby gaining the benefit of home-based interventions (Hodges, 1994; Kinney & Ditmar, 1994). Another application is the Domestic Violence Reduction Project (Lapidus & Finn, 1996) which treats both adults and children of every age, including those who are Head-Start-eligible, helping all participants increase coping skills and effective mastery of the normal stress of parent-child interactions and of domestic violence and first-time involvement with the court system. This and other of Lapidus's projects are already employing a particularly Head-Start-relevant research design, technically known as multi-group factorial method with repeat measures such as baseline, pre and post treatment.

Development of the Lapidus Active Mastery Model

In the context of a universal life stressor--pregnancy and the anticipation of childbirth and parental responsibilities--Lapidus (1969) initially showed that relative field independence and cognitive flexibility, measured respectively by the Embedded Figures Test (EFT) (Witkin, 1950) and the Color Word Test (CWT) (Klein, 1954), predicted which primiparas would accept and attend childbirth preparation classes. At that time in the United States, prepared childbirth represented a relatively infrequently chosen (estimated 15% of primiparas), nontraditional alternative to a prevailing passive-patient, pregnancy-as-illness model that generally included analgesia, sedation, or partial or general anesthesia during labor and delivery. Importantly as a model for health self-management in the 1990s (e.g., safe sex and planned pregnancies), prepared childbirth training involves fine-tuning awareness of internal physiological cues that have the potential to trigger a downward spiral of fear, anxiety, and uncontrolled pain, substituting, instead, focused muscular and respiratory control that represent adaptive, active mastery of this very real stress. The predictive power of differentiation in planned pregnancies "active mastery" in contrast with relative "passive victimization" in "accidents" has been repeatedly demonstrated by Lapidus (e.g., 1969, 1991) in the U.S. and cross culturally. Planning is found to discriminate more resilient poverty families with more secure attachments with their children (Lapidus,

1969, 1970, 1991). The present interventions are hypothesized to increase differentiation in reproductive mastery and adaptive maternal-child-parent interactions in families.

Over the life span, actively managing one's sexuality effectively, including reproduction and family planning, as opposed to passively following cultural traditions about femininity or masculinity, requires confronting and mastering complex decisions. This efficiency has been found to be predicted by psychological differentiation. Cross cultural samples of men and women successfully practicing safe sex and family planning showed more differentiation on tests of field independence than couples who were unable to plan their pregnancies. The relationship between relatively high differentiation and early parent-child interactions which facilitate healthy child development and school readiness including more active participation of mothers and fathers with their children has been shown to hold across several cultures and two decades (Lapidus, 1991).

Development and Empirical Tests of the Model

In a major integration of previous theories concerned with the impact of anxiety, drive, and arousal on threshold for disorganization from stress in everyday life and in schizophrenia, Lapidus and Schmolling (1975) concluded that disorganization thresholds are a function of widely varying individual differences including psychological differentiation and cognitive style, which predict patterns of successful mastery or psychopathology. Optimal ego functioning (conscious coping processes) was concluded by the authors to have its physiological correlate in equilibrium between interactive cortical (cognitive) and limbic (affective) arousal systems that facilitate learning, one alerting the organism to attend to incoming stimuli, the other a modulating, feedback loop that permits consolidation of associations. The inverted U relationship between arousal and capacity for information processing was predicted and empirically demonstrated by Lapidus and her colleagues (Lapidus & Schmolling, 1975; Rubens & Lapidus, 1978) that pathological deficits represented a tendency toward disequilibrium between these two systems, leaving the schizophrenic either chronically underaroused or overaroused, with consequent inefficiency in information processing that can reach the level of apathetic withdrawal or inefficient agitation. Lapidus and Schmolling pointed out that treatment specifically aimed at repairing ego deficits should strengthen schizophrenics' resistance to stress and raise their threshold of disorganization. The model was

empirically tested by Schmolling and Lapidus (1977) in a differentiation furthering intervention aimed at cutting down cognitive and affective disorganization arising from the limbic system and thus improving cortical (cognitive) activation.

The researchers tested the effect of cognitive enrichment on the analogous reasoning performance of acute psychiatric inpatients, using the Similarities subtest of the Wechsler Adult Intelligence Scale (WAIS) (Wechsler, 1955). They predicted and found that the schizophrenic subgroup significantly benefited from enrichment (i.e., providing four items rather than two) which increased cognitive efficiency by focusing attention to the task at hand and thereby reducing uncontrolled affective interference. This intervention is one of the activities for parents and children in the six week program.

Rubens and Lapidus (1978) further tested the Lapidus mastery model of neurophysiological arousal as a curvilinear function and information processing as a linear, stimulus barrier/ego function, predicting and demonstrating that paranoid schizophrenics, who are relatively more field independent than undifferentiated schizophrenics, showed underarousal in orienting and habituating to tones on galvanic skin response, indicating underactivation of the limbic affective system. Undifferentiated schizophrenics (who are more field dependent) showed overarousal on these measures, while all schizophrenics showed less efficient stimulus barrier functioning compared with the normal, nonpatient control group.

A brief intervention directed at increasing the frequency of realistic statements of self-referent affect (verbalization of personal feelings) by modeling and cueing was designed, tested, and demonstrated to be effective both immediately and over time in chronic, institutionalized schizophrenics (Citkowitz & Lapidus, 1980). This intervention's effectiveness in facilitating some mastery of the stress of severe psychiatric illness has been found to be generally applicable to all types of stress mastery tasks including domestic violence, and has been incorporated into a child abuse reduction and healthy learner program in New York City schools (Lapidus, 1996a). Affect training based on this research is incorporated into the present program. In another study, differentiation predicted psychophysiological arousal and efficiency in learning a lip reading task in hearing impaired children independent of level of sensory impairment (Mead & Lapidus, 1989). A further study found more differentiated alcoholic and non-alcoholics to be

more realistic in their self appraisal and for those with a drinking problem, to be less dependent on alcohol (McIntyre & Lapidus, 1989). The facilitation of realistic self appraisal through enhancement of differentiation is predicted to be demonstrated empirically in the current six week programs for parents and children.

The differentiation-furthering results of brief specific training in improving cognitive and affective mastery was further evaluated by direct training in field independence on tests of perceptual efficiency in a sample of 172 non-Western fourth-graders in Nigeria (Mshelia & Lapidus, 1990). Generalization of the training to other tasks was found to be predicted by initial individual differences in field independence although all training groups increased their differentiation and gained greater efficiency on other tasks.

Application of the Lapidus Active Mastery Model to Differentiation Furthering Interventions

The differentiation-furthering interventions presented here are cost-effective, six-week group programs designed to enhance cognitive, perceptual, and emotional skills useful for coping with life-threatening natural and man-made disasters such as fires, weather- related emergencies, transportation accidents, or mass loss of life from criminal acts (Lapidus, 1995a, 1996b,c). It has been applied to the mastery of general stress including the enhancement of self-management of recently-diagnosed life-threatening illness (Jacobi & Lapidus, 1996). It is also being applied to facilitation of successful coping with the stress of involvement with the legal system as complainant or defendant or child in domestic violence (Lapidus & Finn, 1996). This program also shares brief, focused components of Luborsky's core conflictual relationship theme treatment (Luborsky & Crits-Cristoph, 1996) and Lapidus' (1996c) emergency room intervention with children and parents. Finally, this novel, short-term, cost effective psychological intervention may be applicable to many other real-life situations in which facilitation of improvements in physical, psychological, and interpersonal health are demonstrated with increased active mastery and coping in individuals and society. It is hypothesized that this increased active mastery and coping will be demonstrated in the Head Start parents' and children's interactions with each other and with the environment in groups offered the interventions.

Methods

Research Related to Community Impact

In the first study, thirteen fourth graders completed Community Impact's Peace Games which is a nine week program designed to teach conflict resolution skills to youth and adolescents. The sample was initially composed of fourteen children but one student transferred to another school during the course of the program. The fourth grade sample was 55% female, 45% male, 77% of the children were African American, 15% Hispanic, and 8% Caucasian. After obtaining permission from the children's parents, the classroom teachers evaluated the fourth graders using a child behavior checklist immediately before they started the program and after they had completed the program. The child behavior checklist is a ten item scale which includes five items tapping pro social behaviors such as "offers support to others" and "learns from others" and which also contained five items assessing negative behavior such as "cruelty, bullying, or meanness to others" and "gets in many fights". Each item contained three rating points from 0 for "Not True (as far as you know) to 2 for "Very True or Often True". The checklist was created through drawing five items associated with problematic behavior from Achenbach's (1991) Child Behavior Checklist and devising five items associated with constructive behavior based on relevant research literature (Cowen, Wyman, Work & Iker, 1995; Jew & Green, 1998). It was hypothesized that the fourth graders would show higher ratings on the pro social behaviors and lower ratings on the negative behaviors for the evaluation period following the Peace Games, in comparison with their behaviors in the period before the Peace Games.

The second study was composed of a sample of fourteen unemployed adults who were participating in Community Impact's GED class. Before beginning the class, the adults were asked to fill out a questionnaire that asked demographic questions, reasons for taking the class, and about their scores on prior achievement tests in Math, Writing, Social Studies, Literature, and Science taken just prior to entering the class. Also, they were given the Vocabulary subtest of the Wechsler Adult Intelligence Scale - Revised (WAIS-R, Wechsler, 1981) and the Group Embedded Figures test [GEFT], (Oltman, et. al., 1971) which measures level of psychological differentiation. It was predicted that those with higher

achievement scores would successfully complete the GED class or gain employment as opposed to those who would prematurely leave the class without obtaining a job. Further, it was hypothesized that a higher level of differentiation as defined by the score for correctly outlined "simple" geometric figures in the complex background design on the GEFT, when controlled for by intelligence, would be shown in those who completed the GED class or obtained a job in comparison with those who prematurely "dropped out" of the program.

Research Related To Lapidus' Six Week Differentiation Furthering Program

The fourth research project examined a sample of forty severely mentally ill immigrants who were being seen at a community mental health center in Queens and consented to participate in the intervention study. Thirty percent of the group was diagnosed with schizophrenia, twenty percent as bipolar, thirty percent with some type of anxiety disorder, and twenty five percent with depression. Forty five percent of the group was male and fifty five percent was female. Twenty people in the sample were randomly assigned to a control group and twenty were assigned to an experimental group. The control group was given their routine weekly psychotherapy sessions in their native language with a clinical social worker from their country of origin while the experimental group was individually given the Lapidus' six week differentiation furthering program translated and taught by the same social worker. Before beginning either the psychotherapy or the differentiation furthering program, the sample was given the translated odd number items of the Information subtest of the Wechsler Adult Intelligence Scale - Revised (WAIS-R, Wechsler, 1981), the Group Embedded Figures Test (GEFT) (Oltman, et. al., 1971) and the brief (22 item) Personality Assessment Screener, (PAS), (Morey, 1997) derived from the 344 item Personality Assessment Inventory, (PAI), (Morey, 1991). The GEFT and PAS were readministered to both groups at the end of the six week period. It was hypothesized that, compared with the initial testing, the experimental group would show improvement on the PAS for all areas of self-reported mental health. These improvements would be greater than improvements over time (if any) demonstrated by the control group. The experimental group would also increase differentiation, as measured by the GEFT, from pre

test to post intervention testing at a rate greater than possible improvement shown by the controls. While controlling for intelligence, it was predicted that differentiation would be found to be associated with better mental health for both groups as measured by the PAS because differentiation is expected to facilitate coping with the stress of immigration and chronic mental illness.

The fourth study had an initial sample of twelve women receiving services at the Domestic Violence court in Brooklyn and participating in the Lapidus' differentiation furthering intervention. The women were given the Information subtest of the Wechsler Adult Intelligence Scale - Revised (WAIS-R, Wechsler, 1981), the Group Embedded Figures Test (GEFT) (Oltman, et. al., 1971), and the Symptom Checklist - Revised (SCL-90-R) (Derogatis, 1983). It was predicted that women with a relatively high level of psychological differentiation as measured by the GEFT, controlling for intelligence, would show different patterns of pathological symptoms as they coped with the stress of domestic violence; and they would show greater improvements in mental health, after the intervention than those with initially lower levels of differentiation. These symptoms were measured by the SCL-90-R. It was further predicted that the battered women now attempting to master the extreme stress of domestic violence would rate themselves as experiencing much more psychological stress and more severe symptoms in comparison with female population norms.

The fifth study assessed differentiation in adult diabetics who were being treated at a New York City hospital. Before they began the Lapidus six week differentiation enhancing program, they were tested on the GEFT and after completion of the program they were retested. It was hypothesized that mean scores on the GEFT would be significantly better for the second post intervention testing as compared with the first and that, while controlling for intelligence, those who dropped out of the Lapidus program would have a significantly lower initial mean GEFT compared with those who stayed in the program. Finally, it was predicted that higher initial GEFT would be associated with greater gains in GEFT score from first to second testing as in Mshelia and Lapidus (1990).

Results

Research Related To Community Impact

In the analysis of the study of Peace Games, the ten item Child Behavior Scale was divided into a pro social behavior scale and an anti social scale. The pro social scale was composed of five items and the anti social behavior was composed of three items. Each item is scored 0 equals not true, 1 equals sometimes, 3 equals almost always. Two items that had been designed to tap anti social behavior were discarded from the anti social behavior scale when they were found not to be reliable. The total pro social scale ranged from 0 for no pro social behavior to 10 for the maximum possible amount of pro social behavior. The pro social mean for the children at the beginning of the program was 7.08 while by the end of the program, it increased to 7.73. The anti social scale ranged from 0 for no anti social behavior to 6 for the maximum amount of anti social behavior. At the beginning of Peace Games, the children averaged a score of 2.46 while at the end, they averaged 2.08. Six children exhibited more pro social behavior at the end of the program compared with the beginning, six children stayed at the same level, and one child demonstrated less pro social behavior. (See Figure 1.) If the children who already exhibited the maximum level of pro social behavior at the beginning of the study are taken out of the analysis, the results were that six children improved their pro social behavior, one stayed the same, and one child decreased. For anti social behavior, five children showed less anti social behavior, five showed the same amount, and three increased. If the children who already exhibited no anti social behavior at the beginning of the program are taken out of the analysis, five children demonstrated less anti social behavior, two stayed the same, and two children got worse.

For the GED study, possibly due to the small sample size of fourteen, initial achievement test scores were not significantly higher for adults who completed the program or who gained employment compared with those who dropped out of the program. However, the differences in means approached significance for the Literature test, $t(12) = -1.66$, $p = .06$ (two tailed distribution) with the achievers obtaining a mean score of 17.42 compared with a mean of 13.57 for the drop outs. The Math, Social Studies, and Writing tests showed no significant differences in mean scores between achievers and dropouts. The statistically significant predictor of achievers in the GED program was whether particular

reasons were given for wanting to complete the program. Those who dropped out of the program were more likely to give as a reason for taking the program that they needed it to become a better parent, X^2 (1) = 3.82, p = .05, to get a better job, X^2 (1) = 3.82, p = .05, or at a level approaching significance, to go to college X^2 (1) = 2.80, p = .09. A possible reason for these findings was that the drop outs endorsed more reasons in general for wanting to complete the GED program and this may have reflected an unrealistic attitude, (as in McIntyre & Lapidus, 1989), towards what benefits they could immediately expect. When these benefits failed to immediately materialize, they may have become disillusioned and left the program. Due to the fact, the GEFT was administered after many people had already left the program, it was not possible to compare GEFT scores of achievers and drop outs. However, the GEFT mean score of the achievers was 16.33 (out of a maximum of 18) which indicates more differentiation than population norms for graduate student females which equals 9.36 (Lapidus, 1986).

Research Related To Lapidus' Six Week Differentiation Furthering Program

For the study of chronically mentally ill immigrants, results were in agreement with the hypothesis of improved mental health for the randomly assigned, diagnostically matched experimental group who participated in Lapidus' six week differentiation program in comparison with the control group which received psychotherapy for the same six weeks. Statistical analysis showed no initial difference between the experimental group and the control group on any of the items on the Personality Assessment Inventory (PAI) derived Screener (PAS), (Morey, 1991; 1997). However, after the six weeks, the groups' PAS post treatment repeat testing showed that the experimental group was statistically significantly improved on twelve of the twenty two PAS items in comparison with the control group. (See Table 3.) Psychological differentiation, as assessed by GEFT mean score, was also initially the same with a mean of 8.65 for the experimental group compared with 7.50 for the control group. After the six week program, the differentiation enhancing or experimental group improved its mean score to 11.00 while the control group had a mean GEFT of 7.25, $t(38) = 5.48$, $p < .0001$.

Results of the study of women who were survivors of battering and participating in the Domestic Violence Court to protect themselves and their children from further domestic abuse, showed that their

self reported level of symptomology on the SCL-90 was significantly higher than population norms for all subscales. (See Figures 2 and 3.) The means of the subscales were all above the 95th. Percentile in severity with the exception of the Hostility and the Positive Symptom Total which were both at the 89th. percentile. These results underscore the need for community services to reduce the realistic, catastrophic life threatening stress with which these women are attempting to cope. The second hypothesis relating to higher differentiation leading to greater increases in mental health as a result of Lapidus' program is being tested in the current studies of this sample.

For the study of adult diabetics in the six week Lapidus program, in accordance with the first hypothesis, it was found that those who completed the program significantly improved their GEFT score, $t(22) = 2.043$, $p < .03$ from an initial mean of 7.25 to a final mean score of 12.15. The second prediction that the program completers would have a higher initial GEFT score than the program dropouts was not supported by the data on the preliminary sample as the means of the two groups were not significantly different. In concordance with the third hypothesis, higher initial GEFT was associated with greater gains in GEFT score from first to second testing but it was not at a statistically significant level, $r(11) = .28$, $p = .20$. Larger samples from this population are participating in a current ongoing study.

Discussion and Implications for Future Research and Interventions

The empirical findings of the background research for this project and the preliminary data from the current studies support the continued integration of formal and informal differentiation furthering interventions to increase the capacity of parents and families, to access available community services, improve parent - child interactions, and promote optimal development of individual child and adult learning skills, emotional intelligence, mental health, family self-sufficiency, and constructive participation in the community. Five research strategies and interventions are currently underway and scheduled to continue during the current academic year and summer holidays. They include empirical outcome evaluation of Community Impact programs; intervention and mentoring; parent - child development and education; formal six-week differentiation furthering groups; and comprehensive family and community development. The specific sites and participants in these programs include Columbia University graduate and undergraduate students who provide direct Community Impact programs with various constituent groups in the Empowerment Zone neighborhood as indicated by Table 1. Hypothesized beneficial outcomes for the students and the community members are evaluated and long term gains in pro social cooperation and reduction of community problems are predicted.

A study of psychological differentiation, personality variables, depression, and patterns of coping with stress in HIV positive mothers of infected children is in progress at the Kings County Hospital Pediatric AIDS Clinic in Brooklyn, New York. It is predicted that starting level of differentiation in mothers will discriminate those mothers who access more medical, educational, social, and community services for themselves and their children. Participation in these additional programs is one of this study's operational definitions of relatively active mastery in contrast with relatively passive victimization in information and services avoidant, less differentiated mothers. Additionally, it is expected that differentiation of the mothers will discriminate relatively less pathology and more competencies in the children on the Achenbach Child Behavior Checklist (Achenbach, 1991) and perhaps more physical improvements in mothers and children following participation in the study which includes therapeutic "debriefing".

Another study with HIV+ mothers who receive home needs services for their healthy or sick children is specifically designed to help increase children's emotional security and readiness for healthy learning and consists of the six week differentiation furthering program for parents plus focused discussion of parent, child, and homemaker interactions to optimize child development while mothers also cope with the extreme stress of their physical illness; and children learn Head Start relevant skills such as feelings identification, coordination, and phoneme awareness for reading readiness (California State Board of Education, 1997).

Another research intervention program combines the six week differentiation furthering meetings for mothers and children in the Domestic Violence Bureau in Brooklyn, the Head Start related activities for the children, and coping with the core reality problem (as in Lubersky, 1996) of domestic violence. The children's group leaders include "mentors" who are dedicated public high school students from highly educated middle and upper socioeconomic level families.

The final study is a comprehensive family and community development project in the Beacon TIES (Together In Emotional Strength) which concentrates on primary prevention of problems and promotion of educational, emotional, and community health for parents, grandparents, and children. Along with the differentiation furthering program parenting skills are provided for Spanish speakers by bilingual social workers on staff while the English speakers' parents groups are conducted by Lapidus and her staff. The children's groups are led by a research staff member and the older high school aged siblings who learn to give the preschool or elementary aged child education readiness and cognitive and emotional differentiation furthering activities. The seven to eleven year olds are also invited and given educationally facilitative and emotionally maturing interactions including a parent report card (Berg-Cross, 1997). This Beacon project combines all five research strategies, is physically located in a public Intermediate school which is situated in a housing project in which some of the staff and participants live.

It is predicted that all of these programs will benefit individual children, families (in whom parenting stress will decrease), and the community. A major policy implication is that funding should be authorized for the comprehensive programs to be longitudinal for a period of three to six years (like the Milwaukee Project) (Garber, 1988). Support for longitudinal studies and interventions which include

integrative research would provide the best opportunity for lasting gains and the most adequate tests of the long term outcomes and lasting effects. Such funded longitudinal programs offer the best chance of fulfilling the goals of Head Start's Fourth National Research Conference on Children and Families in an Era of Rapid Change by Creating the Shared Agenda for Researchers, Practitioners, and Policy Makers.

References

Abidin, R.R., (Ed)., (1980). Parent Education and Intervention Handbook. Springfield, IL: Charles C. Thomas, Publisher.

Achenbach, T.M.(1991). Manual for the Child Behavior Checklist /4-18 and 1991 Profile. Burlington, VT: University of Vermont Department of Psychiatry.

Berg-Cross, L. (1997). The Parent Report Card for Children. Los Angeles: Western Psychological Services.

California State Board of Education (1997). Learning to read: Components of beginning reading instruction, K - 3. Sacramento, CA: Author.

Chapelle, C., & Green, P. (1995). Field independence/dependence in second-language acquisition research. Language Learning, 42, 47-83.

Citkowitz, R. D., & Lapidus, L. B. (1980). Effects of paraphrasing, modeling, and cues in facilitating self-referent affective statements by chronic schizophrenics. Psychological Reports, 47, 523-536.

Comer, J. P., Haynes, N. M., Joyner, E. T., & Ben-Avie, M. (1996). Rallying the whole village. New York: Teachers College Press.

Cowen, E.L., Wyman, P., Work, W., Iker, M. (1995). A prevention intervention for enhancing resilience among highly stressed urban children. The Journal of Primary Prevention, 15(3), 247-260.

Derogatis, L. R.(1977/1983,2nd Edition, Revised):SCL-90-R: Administration, Scoring, and Procedures Manual. Towson,MD: Clinical Psychometric Research.

Erikson, E. H. (1950 original publication/1993 reissue of 2nd ed., with Afterthoughts, 1995). Childhood and Society. New York: Norton.

Erikson, E. H. (1959). Identity and the life cycle. Psychological Issues, I, 1-171.

Finn-Stevenson,M.,Desimone,L., & Chung,A.M.(1997).Linking child care and support services with the school. Pilot evaluation of the School of the 21st Century. New Haven,CT: Bush Center in Child Development and Social Policy, Yale University.

Garber, H. (1988). The Milwaukee Project. Washington, D.C: American Association on Mental Retardation..

Hodges, V. G. (1994). Home-based behavioral intervention with children and families. In D. Granvold (Ed.), Cognitive and behavioral treatment: Methods and applications. Pacific Grove, CA: Brooks/Cole Publishing Co.

Jacobi, S. G. & Lapidus, L. B. (1996). A six-week focused group treatment to facilitate active mastery of a life-threatening illness: Improvements in self-management of diabetes. Proceedings of the Kurt Almer Research Symposium, 1, 65-69.

Jew, C.L. & Green, K.E. Effects of risk factors on adolescents' resiliency and coping. Psychological Reports, 82(2), 675-678.

Kinney, J., & Dittmar, K. (1994). Homebuilders: Helping Families Help Themselves. In I. M. Schwartz and P. AuClaire (Eds.), Home-based services for troubled children. Lincoln, NE: University of Nebraska Press.

Klein, G.S. (1954). Need and regulation. In M. R. Jones (Ed.), Nebraska Symposium on Motivation. Lincoln: University of Nebraska Press.

Lapidus, L. B. (1969). Cognitive control and reactions to stress: Conditions for mastery in the anticipatory phase. Proceedings of the 77th Annual Convention of the American Psychological Association, 4, 569-570.

Lapidus, L. B. (1970). Cognitive control, parental practices, and contemporary social problems. Proceedings of the 78th Annual Convention of the American Psychological Association, 5, 427-428.

Lapidus, L. B. (1970). Clinical psychologists and social issues. Journal of Clinical Issues in Psychology, 1, 31-33.

Lapidus, L. B. (1975). Psychosomatic aspects of labor in relation to perceptual organization in women and patterns of parental practice in the family. In H. Hirsch (Ed.), The Family. Basel, Switzerland: S. Karger, 442-448.

Lapidus, L.B. (1986).Hormones, perceptual efficiency and sexuality. Journal of Psychosomatic Obstetrics and Gynecology.6(4).491-500.

Lapidus, L. B. (1991). Cross-cultural consistencies in prenatal perceptual patterns and perinatal practices. International Journal of Prenatal and Perinatal Studies, 3(3/4), 155-167.

Lapidus, L. B. (1995a). Community intervention and outcome evaluation following a disaster: "Moving On" meetings with adults and children in city shelters after fires. American Red Cross, Greater New York Chapter: New York.

Lapidus, L. B. (1995b). Psychology [Research studies]. Science Year, 1995. The World Book Annual Science Supplement, Chicago. 292-295.

Lapidus, L. B. (1996a). Contributions toward a curriculum to promote healthy learners in children and prevent physical and sexual harm. In Board of Education of the City of New York Seasons of Peace: Child Abuse Prevention Curriculum Framework—Pre-K - High School. New York: NYC Board of Education.

Lapidus, L. B. (1996b). Cross-cultural issues in parent-child development for families in stress and home care workers. (In English and in Spanish). New York: Columbia University, Teachers College. Author.

Lapidus, L. B. (1996c). Outcome evaluation study of the effectiveness of parenting education and other training programs for home care workers. New York: Columbia University, Teachers College. Author.

Lapidus, L.B. (1997). Outline of Lapidus' six week differentiation-furthering treatment program. New York: Columbia University, Teachers College. Author.

Lapidus, L. B., & Finn, E. (1996). Reduced violence and increased successful coping relations in persons participating in the Domestic Violence Court: Effects of a six-week differentiation furthering intervention for complainants and defendants. Accepted project, Brooklyn, NY Domestic Violence Court (available from authors).

Lapidus, L. B., & Schmolling, P. (1975). Anxiety, arousal, and schizophrenia: A theoretical integration. Psychological Bulletin, 82, 689-710.

Lapidus, L.B., Shin, S.K., & Hutton, E.M. (1998). An evaluation of a six week intervention designed to facilitate coping with psychological stress and trauma. In preparation.

Luborsky, L., & Crits-Cristoph, C., Eds. (1996). How to use the CCRT--A clinical and research guide to the Core Conflictual Relationship Theme method (revised ed.). Washington, D.C.: APA Books.

McIntyre, B., & Lapidus, L.B. (1989). The relationship between psychological differentiation and performance expectation in alcoholics and normals. Journal of Clinical Psychology, 45, 454-461.

Mead, R.A. & Lapidus,L.B. (1989). Psychological Differentiation, arousal, and lip reading efficiency in hearing impaired and normal children. Journal of Clinical Psychology, 45, (6) 851-859.

Messinger, R. W., Eldridge, R. M., & Doherty, E. D. (1993). Behind closed doors: The city's response to family violence. Report of the Task Force on Family Violence. New York City: Author.

Morey, L. C. (1991). The Personality Assessment Inventory. Odessa, FL: Psychological Assessment Resources.

Morey, L.C. (1997). Personality Assessment Screener. Odessa, FL: Psychological Assessment Resources.

Mshelia, A. Y., & Lapidus, L. B. (1990). Depth picture perception in relation to cognitive style and training in non-Western children. Journal of Cross-Cultural Psychology, 21(4), 414-433.

Oltman, P. K., Raskin, E., & Witkin, H. A. (1971). Group Embedded Figures Test. Palo Alto, CA: Consulting Psychologists Press.

Reese, S. (1997). Community Impact—National Empowerment Zone Educational Success Project. Learn and Serve America: Higher Education Demonstration Programs. Washington, D.C.: Corporation for National Service, Learn and Serve America: Higher Education Program.

Rubens, R., & Lapidus, L. B. (1978). Schizophrenic patterns of arousal and stimulus barrier functioning. Journal of Abnormal Psychology, 87(2), 199-211

Schmolling, P., & Lapidus, L. B. (1977). Effect of enriched stimulus and instructional conditions on verbal abstracting ability in acute schizophrenics. Psychological Reports, 41, 1203-1210.

Wechsler, D. (1955). WAIS Manual, Wechsler Adult Intelligence Scale New York: The Psychological Corporation.

Wechsler, D. (1981). WAIS Manual, Wechsler Adult Intelligence Scale Revised New York: The Psychological Corporation.

Wechsler,D. (1989). Manual for the Wechsler Preschool and Primary Scale of Intelligence -Revised (WPPSI-R). San Antonio, TX: Psychological Corporation.

Werner, E. E., & Smith, R. S. (1992). Overcoming the Odds. Ithaca, New York: Cornell University Press.

Witkin, H. (1950). Individual differences in ease of perception of embedded figures. Journal of Personality, 19, 1-15.

Witkin, H., Dyk, R. B., Faterson, H. F., Goodenough, D.R., & Karp, S. A. (1962). Psychological Differentiation. New York: Wiley.

Table 1. Outline of Lapidus's Six-Week Differentiation-Furthering Treatment Program

Week	Activities/Tasks/Measures
One	***Introduction and assessment:*** Complete paper-pencil measures; discuss group's target stress or task. • Group Embedded Figures Test (GEFT) (Oltman, Raskin, & Witkin, 1971—relative field independence/dependence • Color-Word Test (CWT) (Lapidus, 1969—cognitive flexibility/constriction) • Symptom Checklist 90 (SCL-90) (Derogatis, 1977/1988) and Personality Assessment Inventory (PAI) (Morey, 1991)—clinical psychopathology) • Childhood Experiences Questionnaire (CEQ; Bachop & Lapidus, 1995—experiences of childhood abuse) • Odd-numbered items of Vocabulary subtest of the Wechsler Adult Intelligence Scale (WAIS-R) (Wechsler, 1981—verbal intelligence) • Other measures as appropriate*
Two	***Increasing field independence:*** Specific training in GEFT; discussion and feedback on reactions to psychological battery, participation in program, and outside interactions and concerns.
Three	***Affect training:*** Facilitating expression of self-referent affect (putting feelings into words for adults, words and action for children); modeling, cueing, and paraphrasing; applicability of techniques to other situations; review of content and emotional reactions from previous sessions.
Four	***Cognitive skills training:*** Improving verbal abstract reasoning in perceiving similarities and patterns with enriched environmental stimuli; applicability of techniques to other situations; review of content and emotional reactions from previous sessions.
Five	***Guided discussion of target stress:*** Education in evaluating progress outside training; applicability of techniques to other situations; review of content and emotional reactions from previous sessions.
Six	***Summary and post-training measures:*** Repeat pencil-paper measures above; discussion of practice improvements; explicit applicability of techniques to other situations; referrals, if needed.

**Selected, specifically Head-Start-appropriate measures*: Achenbach Child Behavior Checklist and Child Behavior Profile (Achenback, 1991); Personal Competence Scale for Children (Harter, 1977); Child Rearing Practices Questionnaire and Child Abuse Potential Inventory (Milner & Ayoub, 1980); Parent Attitude Survey (Hereford, 1963); Family Environment Scale (Moos & Moos, 1986); Family Empowerment and Participation (Hodges, 1994); Parent Education Program Evaluation (Todres & Bunston, 1993).

Copyright © 1997 by Leah Blumberg Lapidus, Ph.D., ABPP

COMMUNITY IMPACT

Table 2. 204 Earl Hall, Columbia University, New York, New York, 10027 (212) 854-1492 1 of 2

Over 850 Community Impact volunteers operate twenty-five programs serving over 1,200 people each week. By addressing the pressing human needs for food, clothing, shelter and companionship through the combined efforts of Columbia's student body and the neighborhood's residents, Community Impact affirms a vision of mutual respect and cooperation in the basic belief that service and understanding can foster a more unified, integrated and shared community.

To get involved in one or more of the programs described below, please complete a Student Volunteer Registration card at the Community Impact office at 204 Earl Hall. A student coordinator will contact you with information on program meeting times, and the orientation and training schedule. Refer to program schedule codes on the back for program locations, hours and days of service. If you have any questions please call Community Impact at 854-1492.

ADVOCACY AND ADULT EDUCATION

• **Advocacy Coalition** provides advocacy, information and referral assistance to low-income and homeless clients. Volunteers work 3 hours per week helping clients negotiate complex government entitlement systems and make referrals to homeless shelters, food pantries, substance abuse treatment facilities, health programs and education and job training programs. Trusting relationships that develop with clients help volunteers identify and meet clients' needs. Volunteers receive training and attend issue forums and site visits throughout the year. Advocacy Coalition is located at three neighborhood churches.
*MFS/3D/V

• **GED** (High School Equivilency) assists adults from the community to achieve high school equivalency diplomas and move on to college and employment. Volunteers teach and tutor adults in the subject areas of the GED exam: Literature and the Arts, Writing, Mathematics, Social Studies, and Science. Volunteers may also assist with job readiness workshops, college fairs, counseling activities, and computer training that help GED students develop career goals and become better prepared to make the transition to college or the workplace when theyare awarded their GED diplomas.
M-F/3DE/EH

• **GED/Reality House** volunteers serve as tutors for adults at a local rehabilitation center, preparing to take their high school equivalency exam. We offer tutoring in math, reading, science, social studies, and computer competency. The program offers terrific opportunities to build lasting friendships with clients, while giving them increased confidence and credentials that will enable them to make a new start in life.
V/2/Off

HOUSING AND HOMELESSNESS PROGRAMS

• **Project for the Homeless**, founded & co-sponsored by the Jewish Student Union, is a network of volunteers where student pairs staff two homeless shelters 3-4 nights per week. With minimal work and much flexibility, volunteers help to direct shelter operations, prepare meals and interact with clients. Volunteers stay in adjacent quarters on provided cots with clean sheets and pillows. The shelters, at the Ansche Chesed Synagogue and the Stephen Wise Free Synagogue, are clean and safe and house 10-12 male residents. Volunteers learn about homelessness issues from direct experience in a safe environment.
V/7E/Off

• **Community Lunch** serves a nourishing three-course meal to 180 homeless and low-income clients on Mondays, Wednesdays, and Fridays in collaboration with Broadway Presbyterian Church. Volunteers help by waiting on guests at small tables rather than serving them on a soup line, preparing food, and cleaning. Guests are encouraged to get involved in other Community Impact programs through Advocacy Coalition.
F/2D/BP

• **Emergency Food Pantry** and the **Clothes Closet** programs provide food packs for low-income and homeless individuals, families, the elderly, and for people with AIDS. Food packs contain a nutritious three day supply of groceries including fresh meat, pasta, eggs, fresh fruit and vegetables and canned goods. Clients may select clothing and household items, which are donated by the community, from the Clothes Closet located at the Food Pantry site. Volunteers break down bulk food products, prepare food packs, and check client eligibility.
MR/2D/CU

• **Harlem Restoration Project - Labor** renovates buildings and vacant apartments taken over by the City of New York to bring them up to acceptable housing standards. These sites are often in need of major repairs for conditions such as poor plumbing and leaking roofs. HRP-Labor repairs large structural problems such as these and also makes smaller or temporary repairs. In addition, volunteers have participated in the renovation of historic and architecturally significant landmarks in the Harlem community.
FS/3D/Off

COMMUNITY EDUCATION PROGRAMS

• **Barnard/Columbia Earth Coalition** volunteers work to improve the local environment by promoting recycling on campus, organizing gardening and clean-ups in local parks, maintaining an office and library of environmental materials at Barnard College, sponsoring environmental forums, and coordinating Earth Week activities on the Columbia campus. Earth Coalition also gets involved with local and national environmental issues with other environmental organizations, letter writing campaigns, and trips to environmental impact sites in the area.
V/2/V

• **Oxfam** volunteers organize Hunger Awareness Week and Oxfam Fast Day on campus twice a year and educational and advocacy forums on local, national, and international hunger, poverty, health and welfare issues. Volunteers also work with other Community Impact programs such as Community Lunch, Advocacy Coalition and Food Pantry to combat hunger locally. Through these efforts, Oxfam raises awareness of hunger, poverty, health and welfare issues on campus while raising money for local, national, and international hunger relief efforts.
V/2/CU

• **Peace Games** aims to teach young people methods of conflict resolution which feature cooperation and mutual assistance. Trained volunteers teach a nine session curriculum in elementary and middle school classes that fosters ways of resolving differences by understanding points of view, learning together, and effectively communicating.
V/3D/V

COMPANIONSHIP PROGRAMS

• **AIDS Support Program** provides one-on-one companionship for adult and child patients with AIDS. Volunteers work with other AIDS organizations, and with people with AIDS at Saint Luke's-Roosevelt Hospital Center, developing group activities, and children's programs.
V/2/Off

• **Best Buddies** volunteers provide one-on-one companionship for clients with mild to moderate mental disabilities in order to develop caring and enduring relationships. Volunteers have the opportunity to work with adults from a local residence.
V/4/Off

• **Student Help for the Aging** volunteers provide one-on-one companionship to senior citizens who are homebound or limited in their mobility. Volunteers can help with reading mail, writing letters, light housekeeping, shopping and socializing with the elderly. In addition to weekly visits, volunteers coordinate activities such as delivering food baskets to program seniors on major holidays and holding a Spring Tea.
V/3/Off

(OVER)

BEST COPY AVAILABLE

2/2 Table 2: (Continued)

YOUTH PROGRAMS

• **Asian Youth Program** brings together student volunteers with a group of Asian children who have witnessed domestic violence and/or have been abused. Volunteers play with the children and lead cultural and recreational trips to sites around New York City, providing positive role models and support for the mothers.
S/4D/BC

• **Barnard/Columbia Education Project** brings NYC high school students to the Barnard campus where volunteers provide assistance in two tutoring programs: one to improve creative writing skills, and one for SAT preparation, which may also involve assisting students with college and financial aid applications.
V/3/BC

• **Barnard/Columbia Mentor Program** brings a group of middle school students in a bilingual program to the Columbia campus for tutoring and mentoring. Volunteers are matched individually with students for one hour of tutoring and then one hour for fun projects such as poetry, writing and drawing, as well as field trips to promote cultural enrichment.
RF/3D/CU

• **Big Brother/Big Sister** is one of Community Impact's oldest programs. The focus of the Big Brother/Big Sister program is the development of regular and positive interaction with a caring, stable friend and mentor. Volunteers must undergo screening and participate in monthly workshops. Big Sibilings make, at a minimum, a two year commitment to spend three to five hours per week with their little brother or sister.
V/3-5AD/V

• **Community Youth Program** volunteers lead cultural and recreational trips to sites around New York City on Saturdays for children from P.S. 145, a local elementary school. Recent events have included visits to the Metropolitan Museum of Art, a New York Yankees game, and a day of roller blading in Central Park.
S/4D/V

• **East Harlem Tutorial Program** volunteers tutor elementary and middle school children from throughout the city at the EHTP center in East Harlem. Volunteers strive to establish in each child a sense of self-esteem and a love of learning through a consistent one-on-one tutoring relationship. A learning partnership is created where volunteers are able to understand students' academic strengths and areas of need while helping each student reach their potential.
M-F/3A/Off

• **Harlem Restoration Project - Child Care** provides services for parents and children who live in buildings being renovated by HRP-Labor. The program includes play groups, tutoring, weekend field trips and pre-school preparation. Volunteers provide children with a safe environment in which to learn and play. Working with other agencies and campus groups, Community Impact receives donations of play space, equipment, and inexpensive or free entrance to events around the city for these families.
FS/6D/V

• **Mentor High School Extension** volunteers mentor students from a neighborhood high school. Volunteers are matched with students individually to ensure that the mentor and student share similar academic and personal interests. Mentors and students develop a contract outlining academic objectives and activities for the semester. The group also organizes group and recreational activities.
F/2D/EH

• **One-to-One Tutoring** volunteers are matched with neighborhood children as tutors for academic support focused on the specific needs of each child. Volunteers tutor during the week at nearby P.S. 145 or on Saturday mornings at Teachers College.
VS/2DA/CU

• **P.S. 145 Tutoring** and **Afterhours Tutoring** provides tutors for two schools at P.S. 165, located at 109th St. and Broadway. **P.S. 165 Tutoring** tutors spend at least two hours at this elementrary school (K-5) each week throughout the entire semester. The roles of tutors vary from one to one tutoring to assistant teaching. Tutors volunteer during the school day between 8:30am and 3:00pm. **Afterhours Tutoring** is an evolving after-school program for the students of the Crossroads Middle School. Tutors' roles vary from homework help, mentoring and reading buddies to extracurricular activities, such as sports. Volunteers work from 3:00 - 5:00pm during the week.
M-F/2DA/Off

• **TLC Play Group** brings together student volunteers with a group of neighborhood preschoolers at the Barnard College Toddler Center on Saturdays. Through creative play and interaction, these preschoolers have an opportunity to express themselves and learn to communicate with their peers. Special one-on-one relationships are forged between volunteers and children through direct pairing in an enriching and positive environment.
S/5D/BC

STUDENT EXECUTIVE COMMITTEE 1997-98

Lee Clifford, CC '98
Camilla Feibelman, CC '98
Josh Goodman, CC '98
Ben Kornfeind, CC '98
Grace Lee, CC '98
Cori Newhouse, CC '98
Seema Rattan, CC '99

COMMUNITY IMPACT STAFF and VISTA Members

Sonia Reese, Executive Director
Sandy Helling, Assist. Dir. for Programs
Dept. Administrator
Katy Saintil, Program Coordinator
Ilene Haspel, Big Brother/Big Sister Coord.
Andrew Shiotani, Admin. Assistant
VISTA Members

• **National Empowerment Zone/Education Success Project** AmeriCorps Members and volunteers provide educational services for the entire family at several neighborhood sites. This project, supported by the Corporation for National Service under its Learn and Serve America Higher Education program, is a collaborative effort of Community Impact and service programs at City College of New York and Georgia State University. The project was designed two years ago to increase the capacity and commitment of universities to support community development through community service and service learning opportunities.
AmeriCorps members and volunteers tutor and mentor children and provide GED and ESOL instruction, computer skills training, counseling and internship opportunities, citizenship training, and family literacy workshops for adults. In addition to community service activities, Members and volunteers encourage the integration of community service activities into academia though workshops and forums, a website, and classroom presentations.
This year the project is participating in the America Reads Challenge, a national campaign calling on all Americans to help every child read at grade level by the completion of the third grade. Volunteers and Members will engage elementary school students in a variety of activities that enhance their basic skills.
AmeriCorps Members, who are required to work 10-20 hours each week, will be given a weekly living allowance and will receive an educational award upon completion of their term of service. Volunteers are expected to make a minimum time commitment of 2 hours per week. Call us at (212) 854-2612 for more information about this exciting project!
V/2/V.

• **AmeriCorps*VISTA** volunteers serve in low income communities to help residents become self-sufficient by alleviating poverty. They serve full-time for one year.

*PROGRAM SCHEDULE CODES

•Program days are indicated by M, T, W, F, S, & V. V indicates Various days.
•The average number of volunteer hours per week is given, followed by A, D, or E indicating Afternoon, Day, or Evening hours if specific for the program.
•Program location is given by CU, BC, EH, Off, and V, indicating Columbia campus, Barnard campus, Earl Hall, Broadway Presbyterian, Off campus, or Various.

"Together we can make a difference"

BEST COPY AVAILABLE

Table 3: Results for the Psychotherapy (Control) and Differentiation Furthering Groups on the PAS

Item Number and Subscale Type	Initial Mean Controls	Post Tr. Mean Controls	Mean Improvement in the Control Group	Initial Mean Differentiation Furthering Group	Post Tr. Mean Differentiation Furthering Group	Mean Improvement Differentiation Furthering Group
4: Negative Affect	1.90	2.35	-0.45**	2.00	1.85	0.15**
6: Negative Affect	1.70	2.10	-0.40**	1.65	1.55	0.10**
20: Negative Affect	1.15	1.10	-0.05**	1.60	1.95	0.35**
8: Acting Out	0.60	0.55	0.05	0.60	0.60	0.00
13: Acting Out	2.20	2.30	-0.10	2.50	2.40	0.10
18: Acting Out	1.25	1.40	-0.15	1.20	1.05	0.15
9: Health Problems	1.55	1.70	-0.15	1.75	1.35	0.40
11: Health Problems	1.95	1.80	0.15	1.95	1.95	0.00
7: Psychotic Features	1.10	1.50	-0.40	1.30	1.15	0.15
14: Psychotic Features	1.05	1.35	-0.30	1.00	1.00	0.00
2: Social Withdrawal	1.30	1.20	-0.10**	1.35	1.80	0.45**
19: Social Withdrawal	1.20	1.05	-0.15**	1.25	1.45	0.20**
3: Hostile Control	2.05	1.90	-0.15**	2.10	2.45	0.35**
22: Hostile Control	0.85	1.30	-0.45*	0.95	0.80	0.15*
5: Suicidal Thinking	1.45	1.80	-0.35*	1.45	1.30	0.15*
15: Suicidal Thinking	1.25	1.60	-0.35**	1.10	1.05	0.05**
1: Alienation	1.20	1.05	-0.15**	1.25	1.45	0.20**
10: Alienation	1.80	1.70	-0.1*	1.65	1.90	0.25*
12: Alcohol Problem	0.40	0.55	-0.15	0.15	0.25	-0.10
21: Alcohol Problem	2.55	2.70	0.15	2.40	2.45	0.05
16: Anger Control	1.70	1.75	-0.05*	1.30	1.15	0.15*
17: Anger Control	1.30	1.25	0.05	1.40	1.55	0.15

Notes: * = significant at the $p < .05$ level, ** = significant at the $p < .01$ level
Mean Improvement has been calculated so that a positive magnitude is always equal to a gain in mental health, negative to a decline

Figure 1
Changes in Pro Social Behavior Following Peace Games Program
(Five item scale: 0 = not true; 1 = sometimes; 2 = very true)

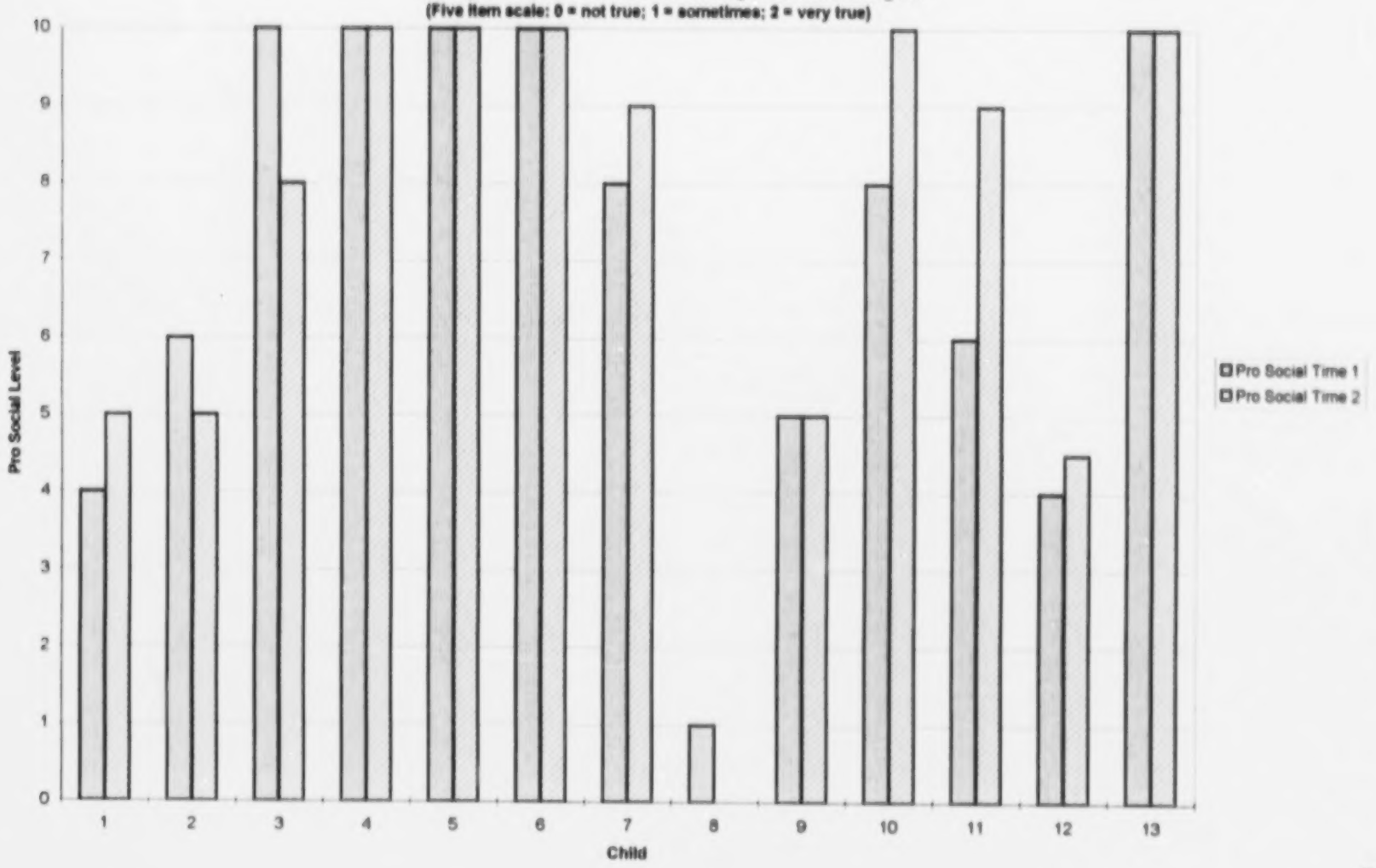

Figure 2
Distress in Battered Women Compared with Population Norms

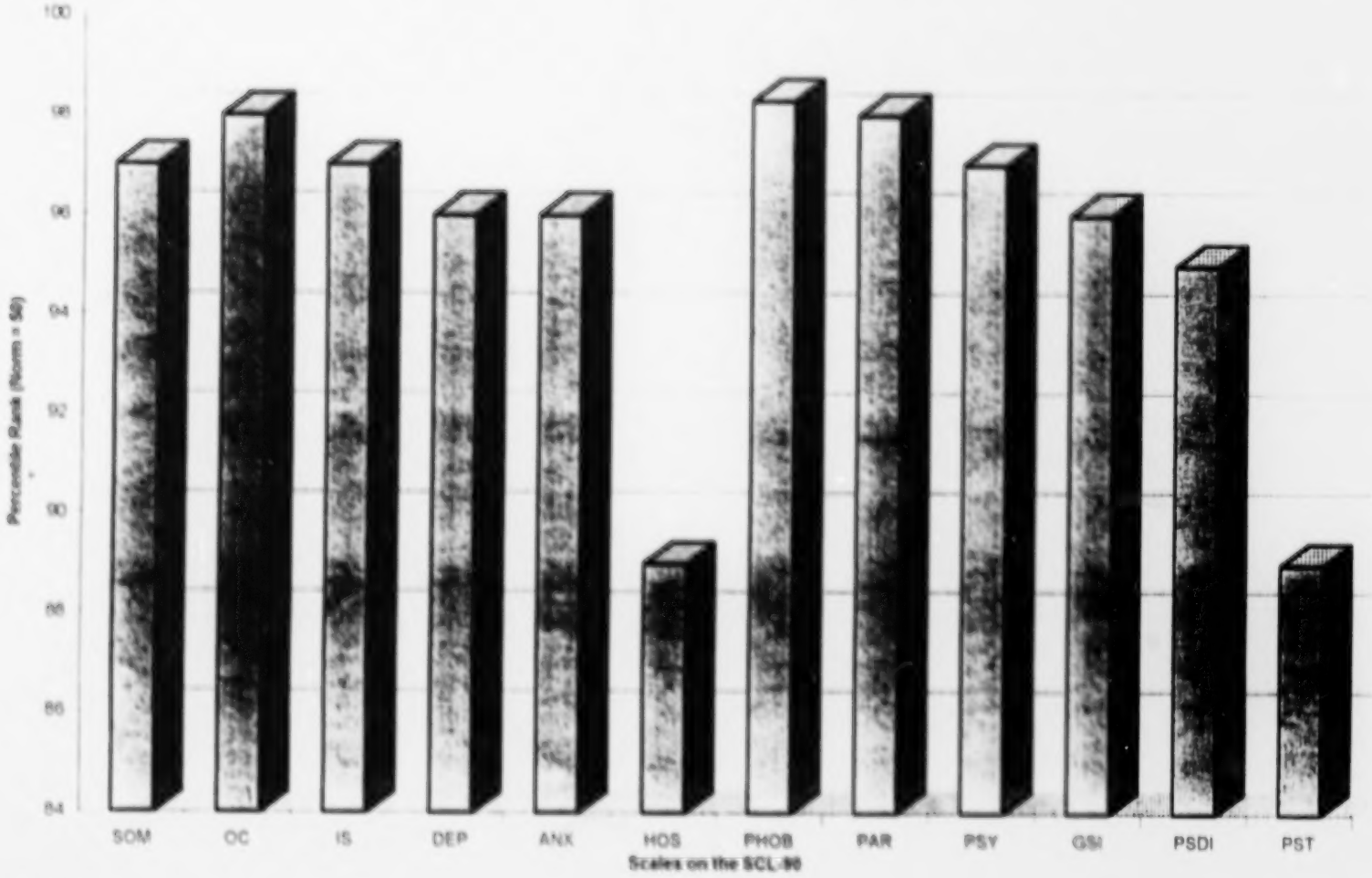

Figure 3

Self-Reported Symptoms of Distress in Battered Women Compared with Nonpatient Females